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GRADES ONE AND TWO

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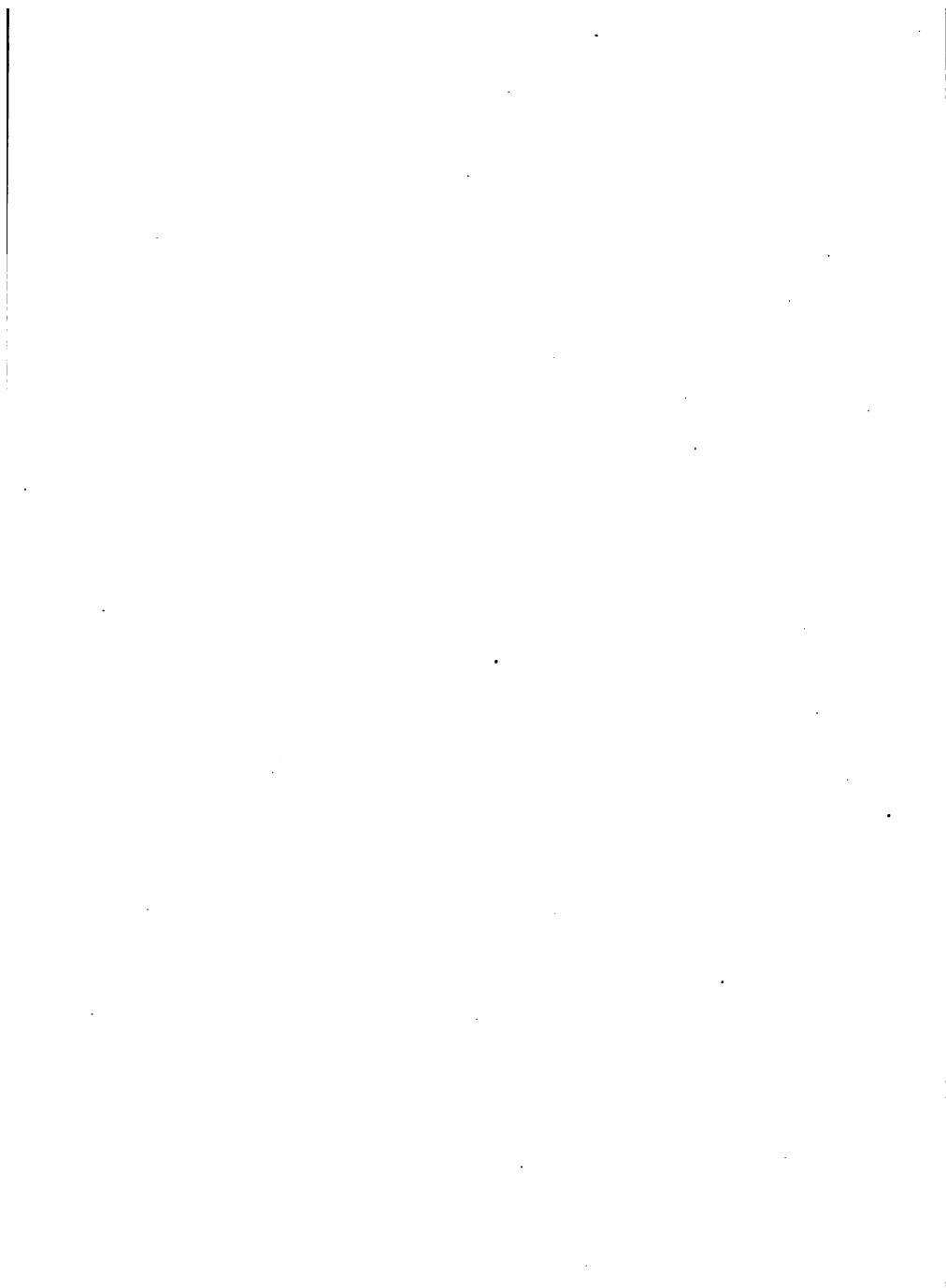


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NEW-WORLD SPELLER

GRADES ONE AND TWO

BY

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NEW-WORLD SPELLERS

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WORLD BOOK COMPANY

Caspar W. Hodgson, *Manager*
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ON THE TEACHING OF SPELLING IN THE PRIMARY GRADES

THIS book is not a language book nor a supplementary reader, but a *speller* pure and simple. It aims to teach spelling from the outset in the same definite and systematic way in which number is taught. This involves devoting a few minutes each day to spelling as a distinct subject. **Introduction**

The attempt to teach spelling incidentally has proved a failure. Equally fruitless has been the effort to select all words for the spelling lesson from the nature, language and reading lessons. The words so selected may easily be read by the child, because reading involves grasping the words as wholes; but they are frequently too difficult to be spelled, and many do not lend themselves to definite, progressive spelling instruction. If it becomes necessary to use these more difficult words in written exercises, they should invariably be copied.

The work of each primary grade is introduced by directions applying specifically to that grade. Read the suggestions to first grade teachers for the first steps. The following suggestions apply to *all* work in primary spelling.

The sections are numbered to indicate the lessons which an average class should devote to the study of a given group of words. This numbering will guide the teacher in assigning lessons, but progress may be faster or slower according as the individual class is strong or weak in spelling. Each teacher, knowing the power of the class, must determine how much time is necessary to complete the work satisfactorily. Two or three words really mastered each day will insure a strong foundation and gradually develop power to advance more rapidly. Proceed slowly, leaving no weak spot to endanger future progress. **Length of lessons**

In spelling, as in all other school subjects, one of the principal duties of the teacher is to train the pupils *how* to study. To accomplish this end it is imperative that the time devoted **Methods of study and drill**

To the Teacher

to spelling be used by teacher and pupils together. During the first and second years, spelling lessons should not be assigned to the children for independent study. Simple busy work, such as building words and sentences with cardboard letters, may be begun whenever the pupils are ready for it, but these words and sentences should always first be studied in class with the teacher.

Introduce the greatest possible variety into presentation and drill. The lessons may sometimes be studied by looking at the words and then trying to see them with the mind's eye; sometimes by spelling them aloud; sometimes by building them with cardboard letters. Attention should be called to the difficult combinations of letters by underlining them, by writing them on the blackboard with colored crayon, by repeating them orally many times in succession, by grouping them with other words having the same combination of letters. Any device which will fix attention upon the letters that make the word difficult will be of the greatest assistance.

In order that results may be permanent, review constantly. Each day the lessons of the preceding two or three days should be rapidly reviewed; each page should be reviewed on completion; and the dictionary lists (pages 44 and 91) should be constantly reviewed by letter. The spelling-match may be introduced early, the pupils being divided into two groups by means of colored sticks distributed to them.

The phonic groups

The term *phonic group* indicates a number of words containing a common phonogram; as, *man, pan, ran; fish, dish, wish; each, teach, peach, reach; weigh, sleigh, neigh; money, honey*. The grouping of these words in all grades secures economy of both time and energy if the work is thoroughly done. The lists in this book are short enough to enable the child to remember each word as an individual; they are composed of familiar words; and the teaching plan provides for their use in sentences and for sufficient drill to fix them in the child's mind.

To the Teacher

All words contain some letters which retain their ordinary sound values. When a word containing letters with an unusual sound value is encountered, the correct sound should be promptly given to the children. The word *eight* illustrates this point. Tell the class that the letters *igh* in this word give the same sound as *a* in *gate*. They can then supply the *t* sound and so construct the word. The spelling must then be made automatic by repetition and by every possible sort of drill. When that word is thoroughly fixed, give one or two other common words in which the same difficulty occurs, as *weight*.

Words that
are not
strictly
phonetic

The sentences are not designed for immediate dictation. Besides providing material for copying and building with cardboard letters, they serve a distinct purpose, namely, to introduce homonyms or the type word of a phonic group, so that there may be no confusion of thought. For instance, *here* and *hear* should always occur in sentences or with some other word which gives a clue to the meaning. They should not occur in the same lesson, and the children's attention should not be called to the similarity of pronunciation. Each should be used in its proper relation to other words so frequently that right habits become established. As soon as possible have the children copy the sentences and have the words spelled orally. *Do not have sentences written from dictation until it can be done with ease.*

Use of
sentences
and phrases

The phrases serve much the same purpose as the sentences, introducing words in their natural relations, but they afford a briefer drill. Incidentally the pupils will gradually learn to distinguish between complete sentences which require a capital and a mark of punctuation, and the groups of related words which do not express complete thoughts. Phrases afford the best means for giving economically a large amount of drill on combinations that occur very frequently in written work, such as *very long, very short; their hats; here is; too dry, too busy.*

Teachers of all primary grades are urged to read the suggestions which precede the first grade work, on page 2.

ACKNOWLEDGMENTS

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FIRST GRADE

TO FIRST GRADE TEACHERS

Plan of the book

This book seeks to apply to the teaching of spelling the principles which underlie successful teaching of other branches. The child's attention is aroused by a strong appeal to his interest, his self-activity is constantly brought into play, and right habits are firmly established.

The vocabulary begins with the simplest combinations of letters and proceeds systematically from the simpler to the more difficult, and from the known to the unknown. Our English vocabulary includes a large body of words which are strictly phonetic, and these words, because the simplest in the language, form the rational starting point. Difficulties are gradually introduced. Thus the child not only learns how to spell specific words, but at the same time gains an appreciation of letter and syllable values which will be of incalculable aid in mastering new words.

When to begin spelling as a distinct subject

The psychological time for beginning spelling as a distinct subject has arrived when the children realize that the words which they have learned to read as wholes are composed of letters, and have learned the ordinary sound values of these letters. This stage is ordinarily reached by the second half of the first year.

If the instruction in spelling is delayed beyond this point, the habit of seeing words vaguely as wholes becomes so strongly established that it is very difficult for the child to see syllables and letters. The latter habit, however, not only underlies good spelling, but richly aids the child in recognizing new words when reading, and actually strengthens his power to grasp words as wholes.

How to teach names of letters

The names of the vowels are easily learned because they are the same as the long sounds. For the consonants, begin with a familiar word, as *hat* in Lesson 1. Have the children sound the word and then find the first letter on the cover or some page

To First Grade Teachers

of the book. Call the letter *h* by name, and ask the pupils to find it in other words, using the name of the letter each time rather than its sound. Children enjoy these hunting games and they may be varied almost indefinitely. For drill, give the sound of the letter, asking the children to give its name, and *vice versa*. The letters over the dictionary lists may be used in this letter study.

Much is to be said in favor of the old-fashioned method of teaching the names of all the letters before beginning to spell. Each letter should be closely associated with its common sounds, and as time goes on, the letters should occasionally be read in their order so that in the course of the first year the alphabet will be learned.

Have the children read the sentence *See my hat*. Sound the word *hat* and spell it by letter. Compare the other words in the phonic group with it and discover the common part. Spell the phonogram *at* over and over again. Read the whole list rapidly and spell the individual words. For drill the teacher may pronounce the common part *at*, and ask, "What letter must I put before *at* to make *cat*?" "To make *rat*?" and so on. "I am thinking of the word beginning with *r*: what is it?" "With *h*," and so on. Finally give, and train children to give, simple sentences containing the words.

How to teach
Lesson 1

The attention should at first be directed entirely to the words in the phonic group. The words *see* and *my* may be read and built with cardboard letters, but they should not be spelled by letter until quite a number of the phonic groups have been mastered. They will then have become so familiar from constant repetition of one sort or another that they will be easily spelled, and no confusion regarding the sound values of the letters will result.

The method suggested for Lesson 1 may be employed, with such variations as the teacher's resources will suggest, for Lessons 2, 3, 4, 5, 9, 10, and indeed for all lessons where the phonic groups occur.

To First Grade Teachers

How to teach new vowel sounds

The first lessons in this book are devoted to the short vowel sounds and the principal consonants. When beginning Lesson 27, page 15, do not cross off the final *e* nor at first refer to it as silent. It has a most important function, and the pupils will soon associate it with the long vowel sound. A good drill is as follows: Write on the board a word containing the short vowel sound, as *hat*. Have the children pronounce and spell it; then quickly add an *e*, and have the resulting word pronounced and spelled as before. When a list has been built up in this way, reverse the order of drill by erasing the *e*'s one at a time, pronouncing and spelling both before and after the erasure.

How to teach two-syllable words

Give the syllable sense by pronouncing one and two-syllable words very slowly and distinctly, asking the children how many parts the word has. Have the children pronounce the words in the same way. When the parts are readily perceived, use the word *syllable*, and thereafter use it always.

Two-syllable words are introduced in Lesson 42 and in Lessons 52, 53, in connection with the common verb forms. The word *jump* and the phonogram *ing* have both been learned and will readily be put together. As an aid to the child in seeing the syllables, each word is divided when it occurs for the first time, but thereafter it appears as it does in books. The teacher should never forget that the ultimate aim is to teach children to see syllables clearly in undivided words.

How to use dictionary lists

If possible, have the children make their own dictionary lists. Sew or paste together the necessary number of leaves to give one page to each letter. Paste one letter at the top of each page, following the alphabet order. Make copies of the words of several lessons after they have been learned, giving each child a copy to cut up. Paste the words under their proper initials. Such a list will, of course, be alphabetical only with reference to the first letter, but it gives the fundamental idea. The dictionary lists which accompany the first grade lessons (pages 44-48) may be used for finding words and also for review lists.

FIRST GRADE

1*



See my hat.



bat



my cat



rat

* See page iii as to length of lessons.

First Grade

2

See my fan.

Can you see me?



man

man

can



pan

fan

pan

3, 4



my cap

cap

rap

tap

nap



my bag

bag

rag

tag

wag

5



men



hen



pen

Do you see my hen ?

Do you see my pen ?

6

See Ben.

Ben can beg.



Ben

men

do

my

ten

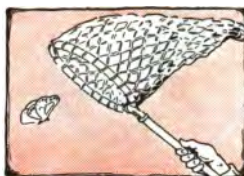
pen

see

you



beg



net



bed

leg

pet

red

peg

wet

fed

Meg

get

Ned

Can you see Fan?

Can you see Ned?

Ned can see Fan.

Can Ned see you?



9, 10

at	an	ap	ag
bat	can	nap	tag
fat	ran	cap	rag
sat	tan	tap	wag
pat	fan	rap	bag

11, 12

can	fan	rat	bad
cat	fat	rap	bag
cap	fag	ran	bat
bed	pet	Meg	leg
beg	peg	men	led
Ben	pen	met	let



Ben

Ben is a big dog.

big

dig

fig

pig

hit

pin

mit

fin

bit

tin

fit

win

dog

is

pig

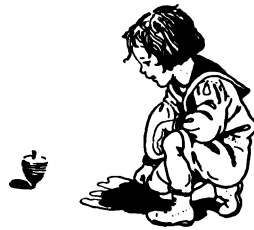
15



See us hop.
Can you hop?

16

I have a big top.
Have you a top?



top

mop

I have

hop

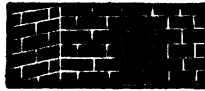
pop

Have you

[11]



cot



pot



. hod

lot

hot

cod

not

got

nod

pot

hop

fig

hit

pop

hod

fit

him

pod

hot

fin

hid

my dog

my bed

my fan

my cat

my cap

my top



ox .



my box .



a big fox

The fox can run.

Run, fox, run.



run



gun



cut



hut

fun

sun

nut

but

the box

the gun

the nut

First Grade

23, 24

bug	run	nut	rub
rug	bun	but	tub
hug	gun	cut	hub
lug	fun	hut	dub
mug	sun	rut	cub

25

hug	run	cub	but
hut	rub	cut	bun
hub	rug	cup	bug

26

my rug	my cup	my gun
the tub	the hut	the nut

27

See me.

I am on the gate.



28

gate

late

mate

hate

date

fate

29

can

cap

pan

cane

cape

pane

am

gate

on



Tom has a big kite.
He can fly it.

31, 32

pin	pine	Do you see the big pine?
kit	kite	Can you fly a kite?
bit	bite	Do not bite me, Ben.
hid	hide	I can hide my hat.

33

fin	dim	rid	mit
fine	dime	ride	mite



The bell can ring.
Ring, bell, ring.



well
tell
fell
sell



king
sing
ring
wing



the cup
the kite
the cane
the bell

ring

bell

wing

hide

This girl is May.
May has a new hood.



May	lay	wood
day	pay	hood
say	way	good

Tom is a good boy.
This boy is Tom.



boy toy joy

40

This is a good toy.



This is a good tub.



This is a good ring.



41

this girl

this bell

this pine

this boy

this gate

this hood

42

This is my little boat.

lit tle

my little boat

little

this little boat



Here is a little boat.

Let us sail it, May.



44, 45

sail

boat

tail

coat

pail



goat



let

get

wet

46

Here is a goat.

Here is a pail.

Here is a hood.

Here is a boat.

Here is a girl.

Here is a sail.

47

This is my little doll.

That is May's doll.



48

th

th

th

th

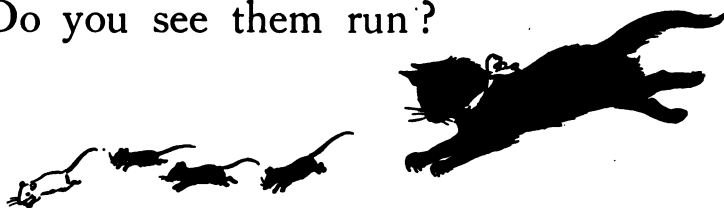
this

that

then

them

Do you see them run?



49

this little doll

this good cape

that little boat

that good pail

First Grade

50, 51



rake



game



jug

take

tame

bug

make

came

rug

cake

lame

mug

52, 53

Jack can jump.

Can you jump?



jump

see

sing

jump ing

see ing

sing ing

jumping

seeing

singing

54

sail

boat

fox

coat

bell

doll

hen

girl

rake

55

Jack and Jill
Went up the hill.



56, 57

went

Jill

till

and

sent

hill

bill

sand

lent

fill

pill

hand

bent

will

mill

band



sh

sh !

sh

sheep

ship

fish

59, 60

sheep

fish

ship

deep

dish

shin

keep

wish

shine

That is my pet sheep.

Can that ship sail ?

61

Here is my pet cow.
She is a good cow.



62

cow	he	Here is a cow.
now	me	Here is a ship.
how	she	Here is a fish.

63

then	sheep	Jack	here
them	sand	goat	she
that	jumping	tail	now



one cow

two cows

three cows

One, two, three, go !

go see cow

so three how



one dish

one fish

one game

two hands

two ships

two cakes

three capes

three sheep

three mugs

67



Do you see the frogs?
One frog is big.
See him sit on the log.



68

log	one frog	one log
frog	two frogs	three logs

69, 70

car	far	arm
cart	farm	harm
led	pin	top
sled	spin	stop

[27]



This is my little cart.
My goat can draw it.
Will you ride with me?

draw

car

goat

raw

cart

oat

paw

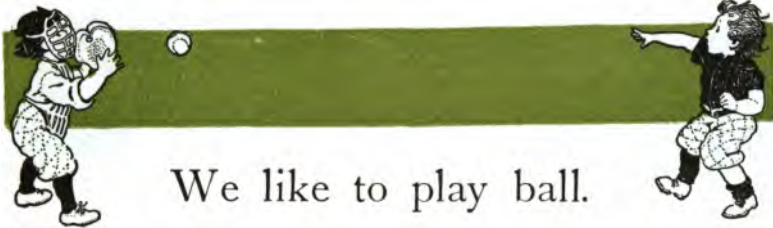
far

oak

cart

draw

with



We like to play ball.

my new ball

this new ball

my old ball

this old ball

74, 75

all

old

day

ball

cold

play

call

sold

I like

fall

hold

Ned likes

wall

bold

Do you like

like

play

ball

new

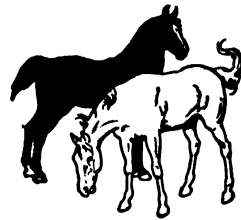
This horse can run fast.



fast a big horse
last a little horse
past a fast horse

This horse is black.

This horse is white.



a white cat
a white cow
a white dog

a black hen
a black sheep
a black goat

horse

white

black

79



one egg four eggs five eggs six eggs

80

four

five

six

pour

hive

mix

81

I have four games.

Here are five frogs.

Ned has six carts.

I have

here are

that is

[31]



This is my new book.
It is a pretty book.

is	my	pret ty
his	by	pretty

Here are four pretty books.
Here are five pretty eggs.
Here are six pretty horses.

book	five	good
look	dive	new
cook	six	hors es
took	fix	horses



Here are six little girls.
They are all jumping rope.

They are good girls.
They are little girls.
They have new ropes.
They have six ropes.



rope	all	a small girl
hope	fall	a small book
mope	small	a small horse

My kitty is white.
I must be kind to her.



kind	must	kit ty
mind	dust	kitty
find	rust	her

little	black	paw
pretty	log	kitty
white	that	jump
ship	book	keep
new	frog	four
small	five	dust
rope	they	kind

95

I have one nose.
I smell with it.



tell fell well smell

96

I have two eyes.
I see with them.



one eye

two eyes

97

I have two ears
I hear with them.



one ear

two ears

First Grade

98, 99

ride

tree

nose

hide

three

rose

side

seed

those

100

Do you hear me drum?
It is fun to drum.



ear

me

to drum

hear

she

to jump

101

bag

far

those sleds

lag

tar

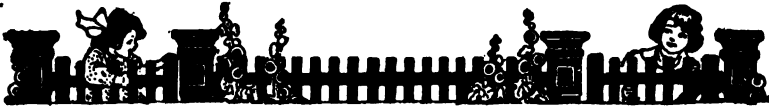
those stars

flag

star

those drums

102



Do you like to swing?
I like to swing on the gate.

103

Tom likes to swim.
Fido likes to swim with him.

Fi do	to swim	with Fido
Fido	to swing	with Tom

104, 105

sing	gate	ring ing .
wing	late	ringing
swing	hate	swing ing
swim	mate	swing ing



sev en

eight

nine

seven swings	seven flags	seven coats
eight stars	eight trees	eight carts
nine drums	nine frogs	nine goats

How old are you ?
I am eight years old.

ear

hear

year

109

What can the birds do?
The birds can fly.

one bird



seven birds

110

What can the dog do?
The dog can bark.

bark

dark

mark

hark



111

What can the horse do?
The horse can trot.

trot

not

hot

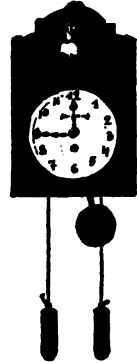
cot



112

What does the clock say?
The clock says, "Tick, tock."

tick sick kick pick



113

What does the cow say?
The cow says, "Moo, moo."



moo moon soon noon

114

tock	noon	room
lock	poor	soon
clock	food	moon

115

catch
match

latch
hatch



Ch! ch! ch!

116

top
chop

tin
chin

tip
chip



chop

117

My doll has a small chair.
She likes to sit in it.



her small doll

her small chair

118

Here are eight eggs.

Eight eggs are in one nest.



119

nest

eight nests

here is

rest

four eggs

here are

best

one bird

those nests

120, 121

This is a pretty house.

My doll lives in it.



house

live

lives

eight

mouse

give

gives

nests

122, 123

see	she	in	
seen	sheet	chin	
you	moon	hill	ear
your	boot	will	hear
yours	soon	bill	near

124, 125

rose	house	chop	pour
nests	poor	oak	rope
shine	match	they	Fido
wish	kick	spin	her

126

four years old	near the mouse
eight years old	near the chair
nine years old	near the flag

First Grade

A	B	C	D	E
all	bad	cake	dark	ear
am	bag	call	date	egg
an	ball	came	day	eight
and	bark	can	deep	eye
are	bed	cape	dig	
arm	bell	cart	dime	
at	big	catch	dish	
	bird	chair	dive	
	bite	chop	do	
	black	clock	does	
	boat	coat	dog	
	book	cold	doll	
	box	cook	draw	
	boy	cow	drum	
	by	cup	dust	

NOTE. See page 4 for directions as to the use of these dictionary lists.

First Grade

F	G	H	I	J
fall	game	hand	in	Jack
far	gate	hark	is	Jill
farm	get	has	it	joy
fast	girl	hatch		jug
fed	give	have		jump
fell	go	hear		jumping
fill	goat	her		
fish	good	here		
five	got	hide		
flag	gun	hill		
fly		hold		
food		hood		
four		horse		
fox		house		
frog		hut		

First Grade

keep	lame	make	nap	oak
kick	last	mark	near	oat
kind	latch	match	nest	old
king	late	mate	net	on
kite	lay	may	new	one
kitty	leg	men	nine	ox
	let	mill	nod	
	like	mind	noon	
	little	mix	nose	
	live	moon	not	
	lock	mop	now	
	log	mouse	nut	
	look	mug		
	lot	must		
	lug	my		

First Grade

pail	rag	sail	tail	up
pane	rake	sand	take	us
past	rap	seed	tell	
paw	raw	sell	that	
peg	red	seven	them	
pet	rest	sheep	then	
pick	ride	ship	they	
pig	ring	sick	this	
pill	room	sing	those	
pine	rope	six	three	
play	rose	sled	tick	
poor	rub	small	took	
pot	rug	spin	tree	
pour	run	star	trot	
pretty	rust	swing	two	

First Grade

V

W

X

Y

Z

wag

wall

way

we

well

went

wet

what

white

will

win

wing

wish

with

wood

year

you

your

yours

SECOND GRADE

TO SECOND GRADE TEACHERS

The method of teaching spelling in the second grade does not differ essentially from that of the first grade. Read carefully the suggestions for the first grade teacher.

How to teach vowel combinations

Much drill will be necessary in connection with sounds which are expressed by several letters or combinations of letters. For instance, *e*, *ei*, *ie*, and *ea* all at times give the sound of long *e*. In dealing with difficulties of this nature, it will be helpful to associate words which are related in thought and chance to have similar combinations. A child never forgets how to spell *piece* after he associates it with *pie*. *Ear* and *hear*, *eat* and *meat*, afford other illustrations. Let the child see that *here*, *where*, and *there*, all relating to place, are spelled similarly. Though these devices cannot take the place of drill, they are of great assistance.

All words which are homonyms, or words which because of their sound might be spelled in various ways, should be used in sentences, or in phrases, until the idea expressed and the correct spelling are permanently linked in the child's mind.

How to teach days and months

In the second half of the year, have the pupils each day copy from pages 89 and 90 the day of the week and the month. Have the words pronounced slowly and distinctly before copying, but do not have them spelled orally until they have been written many times. Toward the end of the year, Saturday and Sunday, as well as the vacation months, may be taught as distinct lessons.

How to use directions to pupils

Simple directions for the pupil are introduced in the latter half of the year. Read them over with the class, be sure that they are understood, and have them followed. Train the pupils gradually to study the spelling lesson independently. If they have been trained to work definitely under the teacher's direction from the outset, they will be ready for independent work by the end of the year.

SECOND GRADE

1, 2*



Little Boy Blue,
Come blow your horn.

blue
true

low
blow

you
your

horn
corn

3

Boy Blue lives on a farm.
His papa is a farmer.

arm
farm

farm er
farmer

pa pa
papa

lives
gives

* See page iii as to length of lessons.

Second Grade

4, 5

corn
horn
morn ing
morning

far
bar
barn
star

near the barn
near the corn
near the house
near the swing

6, 7

Papa has eleven cows.
They give milk and cream.
Butter is made from cream.



cream
scream
dream

cut
but ter
butter

from
they
made

seven
e lev en
eleven

8

Can you count?
Count eleven ships.

Count eleven barns.
Count eleven birds.

scream

butter

morning

they

Second Grade

9

This is the mother,
Who loves us all.



moth er
mother

love
glove

who
us

all
wall

10

This is the father,
So large and strong.



fa ther
father

strong
long

long gloves
strong gloves

11

This is the brother,
Who plays with his ball.



broth er
brother

other
mother

with his cart
with his horse

Second Grade

12

This is the sister,
Who sings a sweet song.



sis ter
sister

sing
thing

a sweet song
a pretty song

13

And this is the baby,
Our dear little pet.



ba by

baby

our

dear

14

dear mother
dear father

dear brother
dear sister

dear baby
dear pet

15, 16

our
out
shout

count
found
round

sing
wing
swing

long
song
strong

17

The apple has red cheeks.
Baby has red cheeks, too.



cheek

ap ple

apple

baby

18

Dare to be true.
Nothing can need a lie.

dare
care

noth ing
nothing

lie
pie

true
blue

19, 20

row
show

day
stay

lip
skip

need
feed

tar
tart
start

race
lace
place

wag
rag
drag

pick
lick
kick

Second Grade

21

I had a pretty pony,
His name was Dapple Gray.



pretty
name

po ny
pony

apple
Dapple

gray
way

22

I lent him to a lady,
To ride a mile away.



lent
went

la dy
lady

ride
rode

a way
away

23, 24

Sometimes I drive my pony to school.

come

name

cart

mile

some times

lame

part

pile

sometimes

same

start

file

gray

drive

drove

away

25-30. REVIEW

apple	feed	mile	show
arm	five	milk	sister
away	flag	morning	sometimes
baby	found	mother	song
brother	frog	nest	star
butter	gate	nothing	strong

cake	gloves	papa	sweet
chair	goat	pile	swim
cheek	gray	pine	they
clock	horn	place	thing
count	horse	pony	this
cream	house	race	those

dream	kick	round	white
ear	kitty	row	who
eight	lady	sail	wing
eleven	large	scream	wish
farmer	loves	seven	years
father	match	shout	your

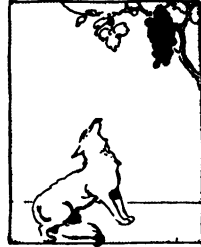
Second Grade

31, 32

A fox saw some grapes on a
vine.

He could not get them.

So he said they were sour.



our
sour

ripe
wipe

vine
mine

could
said

33

sweet grapes
sour grapes
ripe grapes

could not get them
could not find them
could not eat them

34

From the farm we get

milk
cream

eggs
hay

butter
corn

apples
wood

saw

sour

vine

grapes

Second Grade

35, 36

A pin has a head.
It has no hair.



air
hair
chair

pin
spin
chin

a large head
a round head
a strong head

37, 38

A clock has a face.
It has no mouth.



face
race

mouth
south

lock
clock

rock
sock

39, 40

A watch has hands.
It has no fingers.



hand
hands

fin ger
finger

a gold watch
a pretty watch

watch

head

finger

mouth

Second Grade

41

Jack was very sick.
The doctor gave him sugar pills.
Then he got well.



doc tor
doctor

sug ar
sugar

ver y
very

well
swell

42

very sick
very well
very good

very long
very short
very sharp

very large
very small
very dull

43, 44

room
broom

round
ground

arm
charm

long
song

paw
saw

late
slate

see
seed

harp
sharp

sugar

doctor

was

ground

45, 46

Mamma is making a pie.
I am making a cooky.



cook	mam ma	make	take
cook y	mamma	mak ing	tak ing
cooky	papa	making	taking

47, 48

Things I like to eat and drink:

meat	cake	pie	bread
corn	sugar	apple	milk
cooky	can dy	grapes	wa ter

49, 50

sour	face	watch	sugar
could	finger	mouth	sharp
said	bread	hair	doctor
sweet	round	making	saw



What are little girls made of?
Sugar and spice and everything nice.

52, 53

ice	ev er	thing	made
nice	ever	things	fade
spice	ever y	every thing	wade
mice	every	everything	shade

54, 55

tap	fin	tub	hop
tape	fine	tube	hope
hole	pile	late	same
home	pipe	lame	safe

56-61. REVIEW

boat	four	jump	room
bread	games	keep	saw
broom	glove	kite	shade
candy	gold	lace	sharp
cape	grapes	late	singing
cook	gray	lock	south

could	ground	loves	spice
cream	gun	making	sugar
dare	hair	mamma	taking
doctor	hands	meat	tape
draw	hay	morning	them
drink	head	mouth	three

ears	hide	nice	two
eleven	home	one	very
every	hood	pick	vine
everything	ice	ringing	watch
face	Jack	ripe	water
finger	jug	rock	wipe

Second Grade

62

Three little kittens
They lost their mittens,
And they began to cry.



kit ten
kitten

mit ten
mitten

be gan
began

lost
cost

63, 64

their mittens
their heads
their mouths

they began
they found
they lost

here is
here are
who lost

65, 66

cage
page
rage



cry
dry
fry

lamp
damp
stamp

coat
boat
float

lost

began

float

cage

[64]

67

Baa, baa, black sheep,
Have you any wool?
Yes, sir ; yes, sir ; three bags full.



68

any
any

any wool
any sheep

full of water
pull the rope

69

Papa has eleven black horses.
He has one white horse.
He has twelve horses in all.

70

any
many
twelve

yes, sir
no, sir
pull

full of wool
full of sugar
full of spice

sir

twelve

began

many

Second Grade



71

What does the duck say?
The duck says, "Quack."

quack .
quick

what
does

papa says
mamma says

72



What does the bee say?
The bee says, " Buzz."
The bees have a queen.

queen

queer

buzz

fuzz

73, 74

13 Thirteen are twelve and one.
30 Thirty are three times ten.

thir teen
thirteen

thir ty
thirty

times
dimes

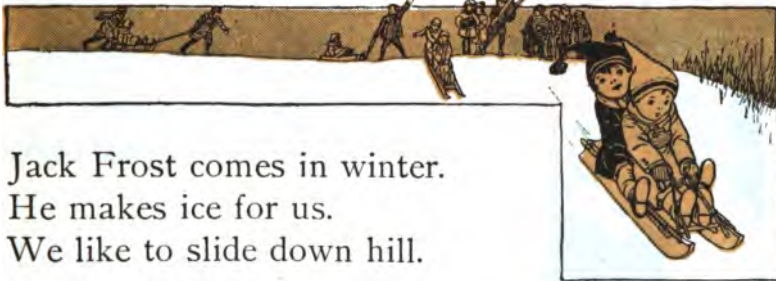
nothing

quick

queen

buzz

75, 76



Jack Frost comes in winter.
He makes ice for us.
We like to slide down hill.

win ter
winter

cost
frost

for
fork

down
brown

77, 78



The fox has warm fur.
Jack Frost cannot hurt him.

fur
bur

burn
turn

hurt
curl

can not
cannot

79

after Spring comes after winter.
summer Summer comes after spring.

af ter

after

sum mer

summer

Second Grade

80, 81



What time is it?
It is nearly eight o'clock.
I go to school at half-past eight.

clock	half	near ly
o'clock	calf	nearly

82, 83

In school I use these things :

desk	pen cil	book	ta ble
chair	pencil	pa per	table
slate	chart	paper	pen

84, 85

We learn to read.
We learn to write.

We learn to work.
We learn to paint.

paper

pencil

table

write

86, 87



We go home at twelve o'clock.
Then we have our dinner.
Sometimes we carry our lunch.

lunch	din ner	car ry	carry ing
bunch	dinner	carry	carrying

88, 89

bread	eat	half an apple
spread	meat	half a cooky

Mother spread butter on my bread.

90

dinner	lunch	work	write
teach er	carrying	eat ing	writ ing
teacher	learn	eating	writing

Second Grade

91



house
hous es
houses

roof
win dow
window

o pen
open

close
closed

front door
back door

92

These things are in our houses :

table
chair

stove
shelf

plate
knife

fork
spoon

93, 94

mate
late
plate

knee
kneel
knife

for
fork
cork

moon
soon
spoon

hard
card
yard

Let us play in the front yard.
There is a swing in the back yard.



There are fifteen crows on the fence.

14 four teen	17 sev en teen	20 twen ty
15 fif teen	18 eight een	30 thir ty
16 six teen	19 nine teen	40 for ty

97, 98, 99, 100. REVIEW

after	cork	knife	quick
began	curl	learn	read
bread	dinner	mouths	shelf
brown	fence	nothing	slide
bunch	float	o'clock	spoon
burn	fork	open	teacher
calf	front	paint	turn
card	frost	pencil	window
carry	half	queen	write
closed	knee	queer	yard

Second Grade

101, 102



Bunny is my little rabbit.
His fur is soft and warm.
See him move his ears!

Bun ny
fun ny

rab bit
move

soft ears
soft wool

Copy each word of two syllables two times in this way: rab bit rabbit.

103, 104

loud
cloud

most
post

mile
smile

send
spend

rap
trap
strap

ill
pill
spill

ring
bring
spring

burn
turn
churn

105

What letter was dropped from each short word before adding *ing*?

move
mov ing

smile
smil ing

hide
hid ing

ride
rid ing



Tall oaks from little acorns grow.

corn	tree	root	grow
a corn	branch	trunk	show

Did you ever eat

a piece of pie?	a piece of bread?
a piece of cake?	a piece of sugar?

Find the word *pie* in the word *piece*.

sharp	pure	large
a sharp stick	pure water	large trunks
a sharp point	pure milk	large goats
a sharp pencil	pure cream	large oaks
<u>piece</u>	<u>acorn</u>	<u>branch</u>
		<u>grow</u>

Second Grade

110, 111



I am going to the store.
Should you like to go?
We will buy a stick of candy.
It will cost one cent.

Copy these sentences. Spell *buy*, *cent*, *cost*, and *should* aloud five times.

112, 113

tick	cost	more	cent
stick	lost	wore	went
brick	frost	store	tent

Should you like to buy a drum?
Should you like to find a cent?
Should you like to hear me sing?

114, 115

Use each of these words in a sentence:

seed	plant	rake	weed
grow	bud	hoe	spade

116, 117



The sun rises in the east.
It sets in the west.
East or west, home is best.



rise
ris es

east
yeast

west
chest

set
set ting

What word doubled a letter before adding *ing*?

118, 119

Some days are bright and clear.
Other days are cloudy and dull.
Plants need sun and rain and snow.
Snow keeps the ground warm in winter.

Spell *clear*, *bright*, and *cloudy* aloud five times.

120

cloud
cloud y

bright
night

dear
clear

rain
chain

What three letters in *bright* and *night* sound like *i* in *fine*? Spell these words aloud five times.

Did you ever

work hard?	lose a knife?	learn to write?
jump high?	fire a gun?	spend a cent?

Find two words whose first letter is not sounded.
Spell *learn*, *lose*, and *high* aloud five times.

122, 123, 124, 125. REVIEW

Study these words and the review list on page 71.
Then have a spelling-match.

acorn	clear	grow	night
bread	cloud	hiding	oaks
brick	dull	high	piece
bright	east	hoe	point
burn	ever	home	rabbit
buy	fire	knife	rain
candy	frost	learn	riding
cent	funny	lose	soft
chain	fur	loud	spade
churn	ground	moving	turn
<u>warm</u>	<u>should</u>	<u>work</u>	<u>yeast</u>

126



Button, button,
Who has the button?

but ton
mut ton

game
play

eight
chil dren

who has
who saw

127

Find the four hardest words. Copy each five times.

cold
warm

hard
soft

long
short

high
low

128, 129

high
night
sight

low
blow
slow

or
for
short

hard
card
lard

new
dew
few

[77]

Second Grade

130

gar den
A pril

flow er
show er



April showers bring May flowers.

Copy the words but do not separate syllables. What letters are alike in *flower* and *shower*?

131

Which of these colors do you like best? Name something of each color.

col or
white

red
blue

yel low
green

gray
brown

132, 133

which color
which flower
which leaf

these colors
these flowers
these leaves

a red leaf
green leaves
yellow leaves

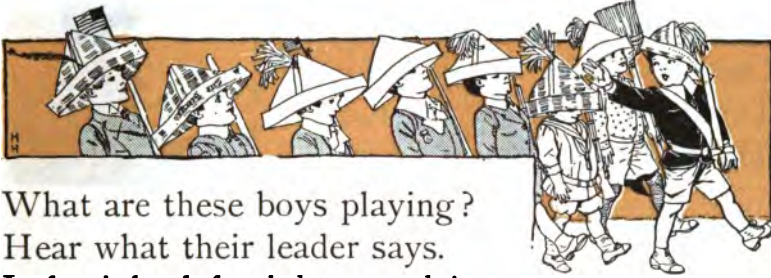
color

which

shower

garden

134



What are these boys playing?
Hear what their leader says.
Left, right, left, right, march!

lead er	play	march	run
leader	play ing	march ing	run ning

Which word doubled a letter before adding *ing*?

135, 136, 137

Use these groups of words in sentences:

sour grapes	warm ground	buy an apple
sharp pencils	cloudy days	close the door
front door	front window	catch cold

138

Find the short words in each long word:

snowball	ninepin	football	iceman
fireman	teacup	raindrop	sunshine

These are my new shoes.
One shoe is for the right foot.
The other is for the left foot.
The two shoes make a pair.



Spell *pair*, *shoe*, and *right* aloud five times.

140, 141

Use in sentences :

a pair of shoes	my right hand	foot
a pair of gloves	my left hand	feet
a pair of mittens	your left foot	other

142, 143

Copy these words. Draw a line under the letters which make the words hard.

button	color	kneel	crows
mutton	flowers	green	garden
nineteen	leaf	which	fireman
leader	stove	march	was
buy	close	think	father

144-149. REVIEW

Study the words on pages 57 and 63.

air	face	leader	sharp
apple	few	leaf	shoe
April	fireman	leaves	short
away	flowers	long	shower
baby	football	march	sight
bright	front	mutton	soft
bring	garden	new	strong
brown	gloves	night	teacher
buy	grapes	nothing	these
catch	gray	one	thirteen
children	green	pair	warm
close	ground	paw	which
cloudy	half	pencil	who
color	hard	place	window
dew	high	plant	with
door	hurt	rain	year
ear	ice	roof	yellow
eleven	lard	running	your

Second Grade

150

In the morning I

a wake	wash my face	brush my teeth
rise	wash my hands	comb my hair

What letter in *comb* is not sounded? Write *comb*, *wash*, *rise*, and *face* five times.

151, 152

At night I

say good-night	go to bed	sleep
undress	fall asleep	dream
dress	sleep	dream
un dress	a sleep	cream
		good-night
		good-morning

153, 154

Copy the five hardest words in this lesson, and draw a line under the letters which make them hard.

nose	arm	knee	foot
head	finger	heel	face
leg	eye	toe	cheek
<u>knee</u>	<u>nose</u>	<u>comb</u>	<u>wash</u>

155

This is an Indian baby.
What a funny cradle !

In di an funny cra dle baby

Spell *Indian* and *cradle* aloud five times.



156

Use in sentences :

drop	a brave dog	pure water
smell	a brave man	a sore finger

157, 158

Should you like to take a walk ?
Yes, I should like to go with you.

walk	wake	sore	would
talk	take	tore	could
chalk	tak ing	wore	should

What letters in *would*, *could*, and *should* are alike ?

<u>Indian</u>	<u>cradle</u>	<u>should</u>	<u>true</u>
---------------	---------------	---------------	-------------



small
bas ket

cun ning
chick en

There were twelve chickens in the basket.
How cunning they are!

Copy *basket*, *chicken*, and *cunning*, and separate the syllables. Spell them aloud five times.

break When did you break your knife?
broke I broke it this morning.

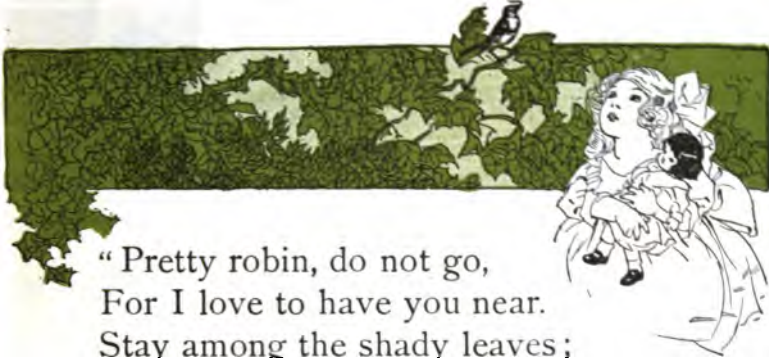
lose Where did you lose your pencil?
lost I lost it at school.

go Where did May go?
went She went to the store.
gone She has been gone a long time.

Spell *gone* and *been* aloud five times. Copy *been*, and draw a line under the *ee*.

been gone been lost been asleep

162



"Pretty robin, do not go,
For I love to have you near.
Stay among the shady leaves;
Sing your song so sweet and clear."

163

clear	shade	rob in	near
cloudy	shad y	a mong	near ly

What letter in *shade* was dropped before adding the *y* to make *shady*? Spell *among* aloud five times.

164

Can you

walk a mile?	learn a lesson?	count twenty?
throw a ball?	comb your hair?	write a letter?

Draw a line under the last two letters in *lesson*.

<u>buy</u>	<u>among</u>	<u>throw</u>	<u>lesson</u>
------------	--------------	--------------	---------------

"In winter I get up at night
And dress by yellow candle-light."



night	right	can dle	dress
light	bright	han dle	press

Notice the last syllable of *candle* and *handle*. Does the *l* or the *e* come first?

"In summer, quite the other way,
I have to go to bed by day."



quite	quick	queen	queer
-------	-------	-------	-------

What letter comes after *q* in these words? These two letters always go together.

quite dark	a queer game	the front door
quite light	their right hands	a quick blow

<u>think</u>	<u>handle</u>	<u>Indian</u>	<u>chicken</u>
--------------	---------------	---------------	----------------

169, 170

There were five peas in a pod.
The pod burst open.
Then the peas flew away.



flew away	bur	pod	pea
blew away	burst	o pen	tea

Make a list of the words in this lesson you are sure you can spell. Spell the others five times.

171, 172

“When I was sick and lay abed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.”



pil lows	hap py	be side	a bed
----------	--------	---------	-------

173, 174

pillow	beside	toy	abed
willow	sick	joy	asleep
happy	chickens	boy	awake

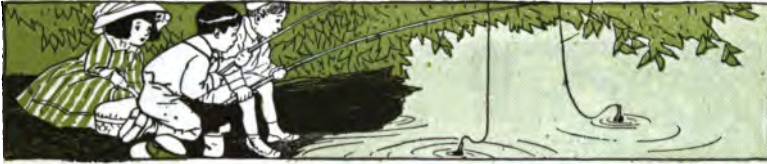
Second Grade

175-180. REVIEW

Review pages 57, 63, 71, 76, 81.

after	dark	Indian	point
among	dear	joy	pretty
asleep	dream	knee	queer
awake	dress	knife	quick
basket	east	learn	quite
beside	eyes	lesson	riding
blow	face	letter	right
brave	fence	light	robin
break	finger	lose	shady
bright	fork	lost	should
brush	front	mile	spill
burst	funny	morning	strap
candle	good-night	near	talk
chalk	gray	one	twelve
chicken	green	open	twenty
comb	handle	other	water
cradle	happy	piece	were
crows	heel	pillow	willow

Second Grade



March

April

May



June

July

August



September

October

November



December

January

February

Second Grade



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

Second Grade

A	B	C	D
abed	baby	cage	damp
acorn	barn	calf	dare
after	basket	candle	dark
air	been	candy	dear
all	began	carry	December
am	beside	catch	desk
among	blue	cent	dew
an	branch	chair	dime
and	brave	chart	dinner
any	bread	cheek	doctor
apple	break	chicken	does
April	bright	children	door
are	bring	clear	down
arm	brother	closed	draw
asleep	brown	cloudy	dream
at	bunch	color	dress
August	burn	cooky	drink
awake	burst	cost	drop
away	butter	could	dry
	button	cradle	duck
	buy	crows	dull

NOTE. See page 4 for directions as to the use of these dictionary lists.

Second Grade

E

ears
east
eat
eating
eggs
eight
eighteen
eleven
ever
every
everything
eye

F

face
fade
farmer
father
February
fence
few
fifteen
finger
fireman
five
flew
flower
football
fork
found
fourteen
front
frost
full
funny
fur

G

game
garden
gate
gave
get
girls
give
glove
go
goat
going
gold
gone
good-morning
good-night
got
grapes
gray
green
ground
grow
gun

H

had
hair
half
handle
happy
hard
head
hear
heel
here
hide
hiding
high
hoe
hole
home
hood
hope
horn
horse
house
hurt

Second Grade

I
ice
iceman
ill
in
Indian
is
it

J
Jack
January
joy
jug
July
jump
jumping
June

K
keep
kick
kind
king
kite
kitten
kitty
knee
kneel
knife

L
lace
lady
lamp
large
late
leader
leaf
learn
leaves
lesson
letter
lie
light
little
lives
long
lose
lost
loud
love
low
lunch

Second Grade

M

made
making
mamma
many
March
match
meat
mice
mile
milk
mitten
Monday
moon
more
morning
most
mother
mouth
move
moving
mutton
my

N

name
near
need
nest
new
nice
night
ninepin
nineteen
no
noon
nose
not
nothing
November
now
nut

O

oaks
oat
o'clock
October
of
old
on
one
open
or
other
our
out
ox

P

page
paint
pair
papa
paper
peas
pencil
pick
piece
pillow
pine
place
plant
plate
playing
point
pony
post
press
pretty
pull
pure

Second Grade

Q	R	S	T
quack	rabbit	said	table
queen	race	Saturday	taking
queer	rain	school	talk
quick	raindrop	scream	teacher
quite	rake	seventeen	teacup
	read	shady	teeth
	ride	shoes	their
	riding	should	these
	right	shower	they
	ripe	sight	thirteen
	rises	sister	thirty
	robin	small	throw
	rock	snowball	Thursday
	rode	sometimes	toe
	roof	south	toy
	room	spice	true
	root	spoon	trunk
	rope	spread	Tuesday
	round	strong	turn
	row	sugar	twelve
	running	Sunday	twenty
	rust	sweet	two



